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BOOK-NOTES

BOYCE, ELLA M. *Enunciation and Articulation*. Boston: Ginn & Co., 1915.
Revised ed. Pp. 90. \$0.30.
A practical handbook for primary schools, intended to cure the "wretched American voice."

AYRES, LEONARD P. *A Measuring Scale for Ability in Spelling*. New York: Russell Sage Foundation, 1915. Advance ed. Pp. 58. Not sold.

KENNGOTT, A. *Jurg Jenatsch in Geschichte, Roman und Drama*. St. Louis: Publications of Washington University, Series IV, Vol. II, Whole No. VIII, 1915. Pp. 177-220. \$1.00.

BOOTH, MARY JOSEPHINE. *Lists of Material Which May Be Obtained Free or at Small Cost*. Chicago: American Library Association Publishing Board, 1915. Pp. 67. \$0.25.
Intended for small libraries to prove "of use in supplementing at small expense the books and magazines already on the shelves." Inclusive in topic, selective in idea.

ROBERTS, S. C. *A Picture Book of British History, Vol. II, 1485-1688*. Cambridge: University Press, 1915. Pp. 68. 3s. 6d. net (\$0.90).
Two hundred carefully culled illustrations with notes. Like the first volume, it attempts "to provide systematic pictorial illustration for historical teaching."

WILCOX, WILLIS H. *Daily English Lessons, Book Three—Grammar and Composition*. Philadelphia: J. B. Lippincott Co., 1915. Pp. x+309.
Covers, however cursorily, the whole range of composition work from oral English to writing verse.

MONTGOMERY, GEORGE R. *Talking English, a Pronouncing Manual for Teaching the English Language*. 3d ed. New York: Thompson, Brown & Co., 1915. Pp. xiv+217. \$0.90.
An exceedingly interesting handbook for the teaching of English to foreigners. The subject-matter might, however, have been better selected. A new system of diacritical marks is employed.

KITTRIDGE, G. L., and FARLEY, F. E. Advanced English Grammar. Boston: Ginn & Co., 1915.
An elaborate treatment, playing up definitions and examples. Suitable only for advanced classes.

JENKINS, FRANCES. *Reading in the Primary Grades*. Boston: Houghton Mifflin Co., 1915.
An excellent addition to the "Riverside Educational Monographs." Especially insists that reading is a process of thinking. Suggests various methods of teaching.

GREENLAW, EDWIN. *Familiar Letters.* Chicago: Scott Foresman & Co., 1915.

A Lake English classic. Admirably selected letters to be used as models by high-school classes. The title "Familiar" suggests the intimate style of personal communication which characterizes all the models.

COOK, A. S., and BENHAM, A. R. *Specimen Letters.* Boston: Ginn & Co., 1915.

A textbook of similar nature. The letters treat a somewhat wider range of human interests; consequently many of them are written in more formal style.

SINDELAR, JOSEPH C. *Morning Exercises for All the Year.* Chicago: Beckley-Cardy Co., 1915. \$0.60.

Morning exercises for elementary schools, for every day of the school year. Through concrete examples in story and verse the children are taught to appreciate nobility of character. A very great variety of appropriate readings, songs, stories, anecdotes, poems, suggested. Birthdays of noted people indicated for each date; also important historical events, holidays, etc.

HEGNER, ROBERT W. *Directions for Laboratory and Field Work in Zoölogy.* New York: MacMillan, 1915. Pp. xiii+73.

To accompany Mr. Hegner's *Practical Zoölogy.* See Review in the December, 1915, number.

HOLLISTER, HORACE A. *High School and Class Management.* Boston: D. C. Heath & Co., 1915. Pp. xvi+314.
Review later.

ROGERS, LESTER BURTON. *A Comparative Study of the Township, District, Consolidated, Town and City Schools of Indiana.* Menasha: Collegiate Press, 1915. Pp. 210.
Notice later.

LEAVITT, FRANK MITCHELL, and BROWN, EDITH. *Prevocational Education in the Public Schools.* Boston: Houghton Mifflin Co., 1915. Pp. vi+245.
Review later.

MOULET, ALFRED. *L'Ecole primaire et l'Education morale démocratique.* Paris: Hachette et Cie., 1915. Pp. viii+382. Fr. 10.
Review later.